



LOS ANGELES COUNTY DEPARTMENT OF MENTAL HEALTH
550 S. VERMONT AVE., LOS ANGELES, CA 90020 HTTP://DMH.LACOUNTY.GOV



MARVIN J. SOUTHARD, D.S.W.
Director

ROBIN KAY, Ph.D.
Chief Deputy Director

RODERICK SHANER, M.D.
Medical Director

**LOS ANGELES COUNTY DEPARTMENT OF MENTAL HEALTH
CHILDREN'S SYSTEM OF CARE ADMINISTRATION**

CHILDREN'S COUNTYWIDE QIC MEETING

MAY 2, 2013

I. Introductions/Announcements

**II. SFPRs Kelly Butler LCSW
Children's Countywide Case Management**

**Out-of County Authorizations Laura McRoberts Ph.D.
Children's Countywide Case Management**

III. Featured Presentation

Commercially Sexually Exploited Children

**Barbara Hernandez, Psy.D, LMFT
Vice President, Crittenton Residential Treatment Center**

For review of Minutes and more information on today's meeting:

Zoe Trachtenberg LCSW

Program Manager

Los Angeles County Department of Mental Health

Children's System of Care

Residential/TBS Program Administration

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Children's Countywide Quarterly Quality Improvement Committee Facilitator – Zoe Trachtenberg

Date: May 2, 2013
Time: 10:00 – 12:00pm

600 S. Commonwealth Ave.
6th Floor Conference Rm. A
Los Angeles, CA 90005

Present

Zoe Trachtenberg, Kelly Butler, Laura McRoberts, Lisa Harvery and
Barbara Hernandez

Absent

Lisha Singleton

<u>SUBJECT</u>	<u>DISCUSSION</u>	<u>FOLLOW-UP & ASSIGNMENTS</u>
I. Welcome QIC Members	<p><u>Z. Trachtenberg</u></p> <ul style="list-style-type: none"> ➤ Meeting was called to order at 10:07 a.m. ➤ Welcomed all attendees to the meeting & provided an overview to meeting's agenda. 	
II. Review of Minutes & Announcements	<p><u>K. Butler</u></p> <ul style="list-style-type: none"> ➤ Announcements regarding I.S. system 7171 open cases: ➤ Reminder to close out episodes. Advised that AB3632 cases won't be closed until 2015. States that DMH cannot close for them (30 days of case management or 2015). ➤ If providers want to verify cases, they may contact Yvonne Au. <p><u>L. McRoberts</u></p> <ul style="list-style-type: none"> ➤ Shared how State and DMH website forms differ. Mentioned that DMH forms are savable. ➤ Reminded that if questions arise on which form to use, advised that if both are asked to be completed, please do so. 	

	<p><u>L. Harvey</u></p> <ul style="list-style-type: none"> ➤ Discussed CRB dated 4/23. Reminded to review bulletins. ➤ Mentioned revised forms are available on DMH.gov website and encouraged attendees to direct all their questions relating to QA, SPA, or QIC representative. ➤ Revised forms include COS and POS forms. ➤ Share that the cultural competency committee meets on 2nd Wednesday from 1-3:30 pm; all are welcome to join. ➤ Patient's Rights are expecting calls resulting from the transition from Healthy Families to Medi-cal. 	
<p>IV. - Presentation –</p>	<p><u>B. Hernandez</u></p> <ul style="list-style-type: none"> ➤ Commercially Sexually Exploited Children PowerPoint presentation. 	<p>See attached PowerPoint handout.</p>
<p>V. Final Announcements</p>	<p><u>Meeting adjourned</u></p>	

Respectfully Submitted, N.O. 5-7-13

OUT OF COUNTY FORMS

Revised Version

- 1. MH5120 - Client Assessment**
- 2. MH5121 - Client Assessment Update**
- 3. MH5122 - Client Plan**
- 4. MH5123 - Progress Notes - Day Rehabilitation Services**
- 5. MH5124 - Progress Notes - Day Treatment Intensive Services**
- 6. MH5125 - Service Authorization Request - For Out-of-County Organizational Providers Only**

http://www.dhcs.ca.gov/services/MH/Documents/09-06_Enclosure3.pdf



Terms and Definitions

Commercial Sexual Exploitation of Children (CSEC)

The commercial sexual exploitation of children (CSEC) comprises sexual abuse and remuneration in money, goods, or services—or the promise of money, goods, or services—to the child or a third person or persons for the sexual use of a child. The child is treated as a commercial and sexual object. CSEC is violence against children. CSEC can occur through a variety of mediums including street prostitution, pornography, stripping, erotic/nude massage, escort services, phone sex lines, private parties, truck stops, gang-based prostitution, interfamilial pimping, and forms of Internet-based exploitation. What differentiates CSEC from other forms of sexual exploitation is an element of organization and/or intent, and/or the context of the commercial sex industry.

Sexual Exploitation of Children (SEC)

Taking unfair advantage of the imbalance of power between an older person and a youth, or child under the age of 18, for the purpose of sexual pleasure. Sexual exploitation of children (SEC) can comprise sexual abuse and remuneration in money, goods, or services—or the promise of money, goods, or services—to the child.

Child Sexual Abuse

- Contacts or interactions between a child and an adult when the child is being used for sexual stimulation of the perpetrator or another person when the perpetrator or another person is in a position of power or control over the victim.
- It can include actual physical contact, such as fondling or rape, but it also includes making a child watch sexual acts or pornography, using a child in any aspect of the production of pornography, or making a child look at an adult's genitals.

Human Trafficking

The Trafficking Victims Protection Act (TVPA) of 2000 defines “sex trafficking” as the recruitment, harboring, transportation, provision, or obtaining of a person for a commercial sex act.

The TVPA of 2000 goes on to define “severe forms of trafficking in persons” in the following two-tiered definition:

- a) Sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such an act has not attained 18 years of age; or,
- b) The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion, for the purposes of subjection to involuntary servitude, peonage, debt bondage, or slavery.

Other Important Terms Related to CSEC:

Child

Any person younger than age 18 is considered a child under U.S. law.

Exploiter

The term exploiter may be used interchangeably to either describe a pimp/trafficker or a “john”/“customer.” Essentially, it is anyone who is exploiting a child for commercial sex. Specifically, it can mean:

- Any person who purchases in cash or kind the use of a child for sexual purposes, who engages a child in sexual acts, and/or who creates images of a child engaged in sexual acts for the exploiter's gratification.
- Any person who benefits in cash or kind by pimping, trafficking, recruiting, restraining, advertising, recording, filming, coordinating, housing, transporting, selling or otherwise making a child available to a third person or persons for sexual purposes.

Sex Tourism

The commercial sexual exploitation of children by men or women who travel from one place to another, usually from a richer country to one that is less-developed, for the purpose of engaging in sexual acts with children, defined as anyone younger than age 18. Sex tourism can occur between countries as well as within countries.

Child Pornography

Any visual or audio material of a child engaged in real or simulated sexual activities or any representation of the sexual parts of a child, the dominant characteristic of which is depiction for a sexual purpose.

Moving Through the CSEC Continuum

1. Linking of "love," sex, and abuse:

- Children are often sexually abused by people they trust. While the abuse may "feel" bad, it is often hard for a child to process why a person they love and trust would hurt them. In this way, love begins to be equated with pain and abuse.

2. Violation of boundaries

- Children are physically and psychologically violated when abuse occurs. They may feel that they have no control over their body or personal space. The world begins to feel like an unsafe place, and they lose trust in those around them.

3. Guilt and shame

- Children can internalize abuse and blame themselves for what is happening to them. They learn to keep secrets, hide their abuse, and often protect their abuser.

4. View self as sexual object

- Children begin to view themselves in purely sexual terms. Their physicality and sexuality are not integrated into part of their full personhood; instead, they're fragmented, which distorts their perception of self and others.

5. Low self-esteem

- Children who view themselves as dirty, shameful, and inherently 'bad' easily develop low self-esteem and are vulnerable to relationships and situations that reinforce these feelings.

6. Run away/homeless

- Children may run away to escape abuse or to escape their feelings about the abuse if it has ended. As children, they have no resources with which to survive and can easily become dependent upon exploitive adults. Because of their histories of abuse, they can't distinguish between safe and unsafe situations.

7. Poverty and need

- Whether they're homeless, living in an institution or a low socio-economic community or because they're unable to legally work, many children face various levels of financial and practical needs.

8. Unequal power dynamic of adult/child relationship

- *Adults frequently target children and youth because of their vulnerability and because of the inherently unequal power dynamic. Adults may be able to meet children's needs for shelter, money, food, clothing, attention, and love. Because the adult offers or gives "so much" the child may feel that they have only one thing to offer: him- or herself.*

9. Media influence

- *Children are heavily influenced by the media and popular culture. Current attitudes about money and materialism, the glorification of pimp culture, stripping, and the concept of 'using what you've got' each play a role in children's exploitation.*

10. Demand: billion-dollar sex industry

- *There is a huge demand for children and youth in the sex industry. In every major city, and in many smaller ones, there is a well-developed and profitable adult sex industry. Estes and Weiner report that the commercial sex industry generates an annual revenue of \$10 billion. CSEC advocates argue that the figure is closer to \$12 billion. The demand for young bodies, fueled by society's sexualization of youth, pornography, and myths about HIV transmission, mean that children are constantly at risk.*

11. Approached by recruiters, pimps, traffickers

- *From MySpace sites to walking home from school, a child is often exposed to someone willing to pay for sex or to sell him or her for sexual purposes. Peers may also introduce children to pimps, strip-club owners, or pornography producers to "help" them. For the child who has experienced prior sexual abuse and sexual exploitation, commercial sexual exploitation may feel "normal" and even provide an illusion of gaining power.*

Service Provision Tips 101

TIPS FOR THE SERVICE PROVIDER

Be non-judgmental

Judgmental reactions, comments, or body language from an adult can shut a child down and ultimately close another avenue for exiting the life. Process your own feelings about the issue prior to working with a CSEC victim.

Work on your own comfort level

Youth will tell you about their experiences in their own words. It is important to be comfortable with the language they use while at times providing a new perspective, and at times new language to name and reframe these experiences.

Have patience with the process

It can take anywhere from months to years for a child to process his/her experiences and actually exit CSEC and establish an independent stable life. Don't give up on the child or show frustration with them.

Be conscious of transference/counter-transference

CSEC victims may direct their feelings of love, sexual attraction, rage, anger, etc towards you. It's important to help the child fully process these feelings and redirect them. It's also important to be fully conscious of your own feelings, to not try to 'rescue' or save a child, and to ensure that you maintain appropriate boundaries.

Practice good eye contact & body language

Your body language can communicate whether you care about a child, are uncomfortable with what a child is telling you, or if you are distracted.

Show consistency & reliability

CSEC victims have been regularly abandoned, manipulated, and lied to by adults. They may expect this from you. It is your role to prove through consistency and reliability that they can rely on you for support.

Practice good self-care

Processing trauma with a child can be emotionally overwhelming or even triggering for care givers. It is important to ensure that you have good support networks and self-care strategies to avoid secondary traumatization.

CHALLENGES TO SERVICE PROVISION

The stages of change

Most children will not simply want to leave. For them to recognize sexual exploitation as a problem is often a complex process. Weighing the impact of CSEC on their lives and working through ambivalence can then set the stage for initial steps toward exiting.

Effects of trauma

Victims of repeated trauma rely upon a combination of defense mechanisms to survive. Expect defense mechanisms such as dissociation, projection, denial, etc to present challenges in counseling and case management.

Addiction to lifestyle

CSEC victims may feel 'addicted' to certain elements of the life, such as the attention, drama and 'excitement'. This does not mean that they enjoy abuse, but rather that due to their abuse and trauma they have become accustomed physiologically and psychologically to adrenaline and crisis.

Mistrust of authority

Many CSEC victims have had negative interactions with authority figures, such as parents, law enforcement, foster care workers, etc. CSEC victims often feel that you as a professional 'don't care', are just doing this work 'for a check' and that you will ultimately hurt/abandon or betray them and will push boundaries constantly. Remain consistent, supportive and truthful in order to slowly gain trust.

Codependency

CSEC victims present myriad needs and some children can become quite attached to the person who attends to these needs. This is something that puts them at risk for CSEC in the first place. It's important to set appropriate boundaries for yourself and the child and balance attempts to protect the child and empower them to make their own decisions.

COUNSELING/CASE MANAGEMENT TECHNIQUES

Validate feelings

Feelings of love, attention, and validation through CSEC are very real for youth. These feelings need to be taken seriously by service providers and not minimized to support the victim in processing these feelings. Allow the child to fully express themselves and recognize their feelings as real and important without condoning abuse/exploitation.

Meet immediate needs

Taking care of needs related to identification, medical attention, housing, etc. will take care of basic survival and make counseling possible. Being reliable in taking care of the practical needs allows the victim to see that you mean what you say and that you are concerned about their total welfare.

Be a strong advocate

CSEC victims are often not used to adults fighting for them or protecting them. Prove to the child that you are truly on their side by ensuring that their needs are met within various systems and that you will 'go to bat' for them.

Know when to confront denial

Youth should express ambivalence before you gently push for change. Resistance and defensiveness are common reactions to being pushed to do something one is not ready to do. Ensure that you have developed a relationship of trust with the child prior to beginning to address their denial. Do it gently and with full empathy.

Use motivational interviewing

Help the child work towards ambivalence. This signals an opportunity for change. Validate the child's feelings of ambivalence as well as their strengths and ability to move forward.

UNDERSTANDING THE EXITING PROCESS

Create a safety plan

Even if the child is not 'ready', provide support by developing a safety plan with them in the event that they are in immediate danger/want to escape. Address plans for practical needs such as clothing and housing so that the child begins to believe that he/she has options even if they are not fully ready to utilize them.

Understand 'hitting bottom'

Often a crisis or external event precipitates a child's decision to exit the life. It's important to be available, provide crisis care during this phase and support the child as she/he begins to address the realities of their situation. This is often the stage where denial is no longer fully possible and can be extremely overwhelming, however it's also an important opportunity to support the child in leaving.

Understand withdrawal process from abuser

Much like the cycle of domestic violence, breaking the bond with the abuser is fraught with fear, guilt, loss, anxiety, and loneliness. These feelings should be validated and processed in counseling. Constantly reassure the child that the feelings are normal, but that feelings of loss or love do not necessarily have to be acted upon.

Likelihood of relapse

In all examples of behavior change, relapse is part of the process and should be anticipated. Discussing triggers and strategies for dealing with them prior to relapse is important. However if relapse does occur, reassure the child that you are not angry/tired of them but that this is an opportunity to reassess support needed and develop stronger coping mechanisms to deal with triggers.

Recognize exiting and support as an ongoing process

Exiting from the commercial sex industry is often done in stages, not all at once. While the goal may be to leave the commercial sex industry completely, each level of exiting should be validated and used as encouragement for the next. The cycle of exiting and relapse happens more than once before achieving stability. To maintain stability, support must not stop at exiting. CSEC victims will need the ongoing support all children require, as well as additional protection, patience, and love.

SUPPORTING HEALING & RECOVERY

Providing holistic services

Recognizing that trauma affects a person's body, mind, and spirit, good services address healing in all of those areas. Psycho-educational groups, art therapy workshops, yoga classes, and recreational opportunities are all excellent tools for addressing the 'total person'.

Replacement: people, places, things

Being in "the life" can seem to a child to provide shelter, income, community, an identity, love and attention. After exiting, these voids must be filled with healthy and positive alternatives. Help the child to recognize unhealthy people, places and things in their life and support them in finding a sense of community, developing strong relationships, and identifying new activities and places to go.

Rebuilding self-image; positive reinforcement

CSEC victims have often been trained to see themselves as solely sexual objects. Help CSEC survivors to recognize themselves as creative, competent and complex individuals by providing opportunities to develop skills, interests, new abilities. Recognize their small and large accomplishments and continually reaffirm their worth.

Education & empowerment

Youth benefit from understanding CSEC as a social justice issue, in understanding systems of oppression and tools for activism. Within this framework they can understand their own experiences, make connections to broader issues, and see how their experiences can be transformed into the leadership to make change. Serving as leaders and role models can be a healing tool when youth are at an appropriate stage in their own recovery. Provide youth with legitimate and safe opportunities to advocate for themselves, support their peers and find power in their own voice.

Biderman's Chart of Coercion

Method:

Effects and Purposes:

Isolation

- Deprives victim of social support that is necessary for the ability to resist
- Develops an intense concern with self
- Makes victim dependent upon interrogator

Monopolization of perception (Brain washing) OR (Mind control)

- Fixes attention upon immediate predicament; fosters introspection
- Eliminates stimuli that compete with those controlled by the captor
- Frustrates all actions not consistent with compliance

Induced debility and exhaustion

- Weakens mental and physical ability to resist

Threats

- Cultivates anxiety and despair

Occasional indulgences

- Provides positive motivation for compliance

Demonstrating "omnipotence"

- Suggests futility of resistance

Enforcing trivial demands

- Develops habit of compliance

Degradation

- Makes cost of resistance appear more damaging to self-esteem than capitulation
- Reduces prisoner to "animal level" concerns

The Normalmstorg Bank Robbery

On August 23rd, 1973 in Stockholm, Sweden, a prison escapee named Jan-Erik Olsson entered a bank, fired a sub-machine gun, and announced to the terrified bank employees, "The party has just begun!" When police entered the bank, Olsson shot and seriously wounded one police officer. A hostage situation ensued, and Olsson held four people captive in the bank vault. He demanded three million Kronor, weapons, and an escape car.

Most importantly, Olsson demanded the release of Clark Olofsson, a big-time criminal who was then serving time in prison, and requested that Olofsson be brought to the bank. Olsson's request was granted. For six days, the two robbers held the hostages (who were locked in a bank vault) at gunpoint, sometimes strapping the victims with explosives or forcing them to tie nooses around their own necks. When the police tried to rescue the hostages, the hostages fought off the authorities, defending their captors and blaming the police. The hostages were strapped with dynamite and held in the vault until they were finally rescued on August 28th.

To the surprise of many, some of the hostages physically protected the robbers, Olsson and Olofsson, as they left the bank, to ensure the police wouldn't shoot the two men. After their rescue, the hostages exhibited a shocking attitude (considering that they had been threatened and abused for nearly six days, and should have feared for their lives). In media interviews, it was clear that the hostages supported their captors and actually feared the law enforcement personnel who came to their rescue. The hostages felt the captors were protecting them from the police. Clearly, the hostages had "bonded" emotionally with their captors. One hostage set up a fund to cover the robbers' legal fees and remained friends with one of the men for years.



Commercially Sexually Exploited Children

Presented by

Dr. Barbara Hernandez, Psy. D, LMFT

Vice President of Community Services

History of Crittenton Services & experience working with CSEC youth



- In 1882 Charles Crittenton, a wealthy New Yorker, lost his 4 year old daughter Florence to scarlet fever.
- This tragedy moved him toward humanitarian work, as a result he started the Florence Night Mission in New York. (A safe haven for "lost and fallen" women)
- Charles Crittenton traveled across the country in a railroad car donating \$500 to each town willing to start a Home for young women and children in need.
- More than seventy Homes in total were opened.
- There are now 27 remaining Crittenton agencies across the United States. Each agency is run as a separate entity but all share an overall role of prevention and intervention services for young families.

OBJECTIVES

- Develop a comprehensive understanding of CSEC
- Define terms needed to discuss and understand issues of CSEC
- Understand the forms and prevalence of CSEC within the U.S.
- Increase awareness and sensitivity to CSEC issues according to a philosophy that promotes a victim centered approach
- Improve skills, specific to your profession, that will help you effectively interact and support victims of CSEC

GROUND RULES OF THE TRAINING

- Sensitive content
- Confidentiality
- Respect of various opinions

ICE BREAKER

**One thing I want
to learn about
CSEC today is...**



WHAT IS CSEC?

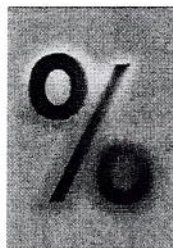
- Sexual activity involving a child in exchange for something of value, or promise thereof, to the child or another person or persons.
- The child is treated as a commercial and sexual object.
- CSEC is a form violence against children.

CSEC INCLUDES...

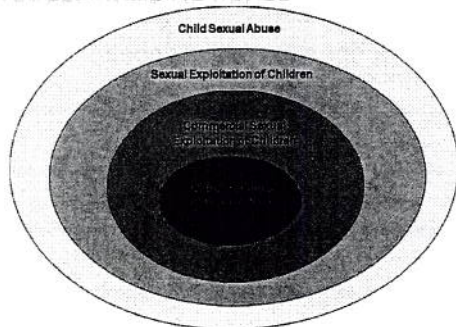
- Street prostitution
- Pornography
- Stripping
- Erotic/nude massage
- Escort services
- Phone sex lines
- Private parties
- Gang-based prostitution
- Interfamilial pimping
- Forms of Internet-based exploitation

STUDIES INDICATE THAT...

70 to 90 percent of sexually exploited children have a history of child sexual abuse.



INTERSECTIONS OF ABUSE

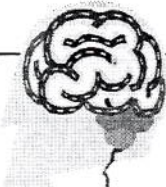


CSEC IN THE UNITED STATES

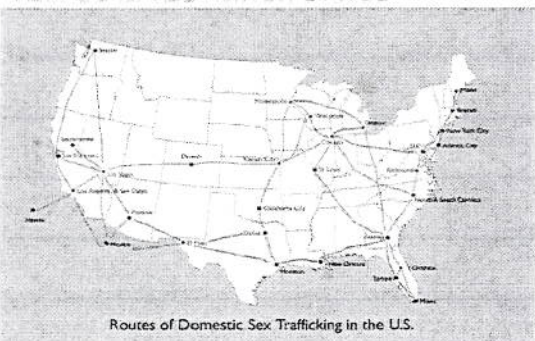
- The National Incidence Studies of Missing, Abducted, Runaway, and Thrownaway (NISMA) Children estimate that 1.6 million children run away from home each year in the U.S.
- One in three teens will be recruited by a pimp within 48 hours of leaving home and becoming homeless.

PATHWAYS TO ENTRY

- Parents selling children
- Violence and force
- Kidnapping
- Seduction and coercion
- False advertising for "modeling," "acting," or "dancing" opportunities
- Peer recruitment
- Internet enticement through chat rooms or profile-sharing sites



TRACKS IN THE UNITED STATES



DEHUMANIZATION OF PROSTITUTED WOMEN

"I picked prostitutes as my victims because I hate most prostitutes and I did not want to pay them for sex. I also picked prostitutes as victims because they were easy to pick up, without being noticed. I knew they would not be reported missing right away, and might never be reported missing. I picked prostitutes because I thought I could kill as many of them as I wanted without getting caught."

Gary Ridgway, (The 'Green River Killer') in a statement to the Court in which he pled guilty to murdering 48 women and girls, 2003.

DEMAND

If at least 300,000 children are estimated to be at risk for CSEC in the U.S....

Who do you think is buying children for sex?

DEMAND**Pedophile**

- Adult
- Six months of recurrent intense sexual urges and arousing fantasies involving sexual activity with a prepubescent child or children

Hebephilia/Ephebophilia

- Adult
- Strong or exclusive attraction to pubescent child/adolescent.

DEMAND: DO THE MATH!

Why is a CSEC a commodity to the Exploiter?

- > 1 girl
- > Nightly quota of \$500 to \$1200 per night
(10 to 15 Johns per night to meet quota)
- > 6 nights a week/300 nights per year
- > 5 to 10 girls in a "stable"

CNN FILM: ANDERSON COOPER 360

Invisible Chains: Sex, Work, and Slavery

Reactions to the Clip?



PIMP TACTICS TO RECRUIT

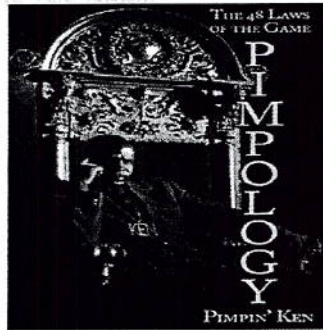
- Coercion & Control
 - Isolation
 - Monopolization of Perception
 - Induced Debility & Exhaustion
 - Threats
 - Degradation
 - Enforcing Trivial Demands



ADULTS SAVING KIDS FILM:

No Bigger Lie Out There

RULES OF THE GAME



PIMPOLGY RULES

48 Pimpology Laws

1. Purse First, Ass Last
2. Don't Chase 'Em, Replace 'Em
3. Prey on the Weak
4. When Pimpin' Begins, Friendship Ends
5. Ain't No Love in this Shit
6. Get You A Bottom Bitch
7. Turn Ho Ends into Dividends
8. Get in a Ho's Head
9. A Ho Without Instruction Is Headed for Self- Destruction
10. Keep Hoes on Their Toes
11. Play One Ho Against the Next
12. Turn a Tramp into a Champ
13. Get Rid of the Word "If"

STREET TERMINOLOGY**Pimp/Madame**

A man/woman who controls CSEC and arranges clients for them

Ho

Name for a CSEC

Johns/Tricks

Men that buy sex from the girls

Bottom Bitch

Head girl, closest to the Pimp

Daddy

What a girl must call her Pimp

Track/Stroll

A street location for commercial sex trafficking

A specific location where the Pimp makes the girls work

STREET TERMINOLOGY**Stable**

A group of girls/women under a pimps control

In house Delicates/Deli

Girls who work from inside a house

Renegade

Girl without a Pimp

Choosing up/ Hopper

Moving to another Pimp

Gorilla Pimp

Pimp that beats his girls

Out of pocket Ho

Girl looking for another Pimp

STREET TERMINOLOGY**Breaking doe**

Girl gives all her money to her Pimp

Squading up

Leaving the life/game

Wifey

Other girls who work for the same Pimp

Trainer

A girl who trains new booty/girls

Stay in Pocket

Playing by the rules of the game

Out of pocket

To look at or talk to another pimp

CSEC SURVIVAL RULES

- Don't be a renegade
- Don't look at a Pimp or Madame in the eye
- Recruit other girls
- Stay loyal
- Only one pimp
- "Hoes" will be beat!
- "Hoes" will be seduced
- Stay in pocket
- Pimp is DADDY
- Never pocket any money
- Never be a hopper
- Always come back home to "DADDY"

SUBCULTURE OF CSEC**Norms of the CSEC culture**

- Lie about your age
- Stripped of identification
- Change of name
- Constant moving
- Raped
- Meet a nightly quota
- Beaten for not meeting quota
- Give up money earned
- Threats against you and your family
- No contact with the outside world
- No eye contact with men other than the pimp

SUBCULTURE OF CSEC**Norms of the CSEC culture**

- Calling a man, who is not your father & abuses you, "daddy"
- Punished and beaten when someone else breaks the pimps' rules"
- Compete for attention from your from your pimp with five other girls
- Sex with strangers every night
- STD's
- Multiple arrested
- Trade sex with a police officer in exchange for not getting arrested
- Beat up by a group of 5 pimps for looking one in the eye

POLARIS PROJECT FILM:

Pimp Circle

Discussion & questions
before discussing effective CSEC
assessment and service delivery???

CSEC IDENTIFICATION: ASSESSMENT

- Pre-Placement Assessment
- Clinical Assessment
- CSEC Debriefings
- STAR COURT: Succeed Through Achievement and Resilience
 - ✦ How are you assessing for CSEC?

DO'S AND DON'TS WHEN ASSESSING

DON'T react verbally/physically in a way that communicates disgust or disdain.

DO be nonjudgmental when listening to a sexually exploited child.

DON'T use strategies/vocabulary that switch intermittently between treating the child as an offender, then as a victim.

DO'S AND DON'TS WHEN ASSESSING

DO recognize the various symptoms of trauma exhibited, and coping mechanisms used, by a CSEC victim that may not be those one typically associates with victims.

DON'T assume sole responsibility for meeting the myriad and complex needs of a CSEC victim.

DO improve a systemic response to CSEC by creating inter-agency relationships to comprehensively meet victims' needs.

DO'S AND DON'TS WHEN ASSESSING

DON'T dispute facts or comment on a child's motivation. This is likely to stop the flow of information.

DO keep the child talking and make him or her feel comfortable.

DON'T expect a child to recognize their situation as exploitative, or to present themselves as a victim in need of immediate intervention or rescuing.

DO meet a sexually exploited child where they are and on their terms, and try to meet the needs they present.

EFFECTIVE SERVICE DELIVERY

Safe Space
(Physical and Emotional)

Treatment Model
(Intensive vs. Community Based)

Cultural Competency

Youth Development

SAFE (PHYSICAL) SPACE

Safe location

Confidential space

Security system

Recognize and respond to limitations of a confidential address:
protocols around exploiters knowing location

Set rules for appropriate conduct for youth

Create a staff code of conduct/ethics and ensure training

Create an inviting, youth friendly space

SAFE (EMOTIONAL) SPACE

Appropriate music

Decorate the space with appropriate, informational, and/or inspiring images

Use appropriate language

Create policies that address recruitment in the agency

Respect children's need for privacy and confidentiality

Conduct mental health assessments

Encourage and practice self-soothing/self-care for staff and youth

Promote an inclusive and non-judgmental community

Provide ongoing professional development opportunities to ensure a trained and sensitive staff



CULTURAL COMPETENCY

Staff have a thorough understanding of CSEC

Build on the cultural strengths of youth

Bilingual staff

Promotional materials for the community

Staff representative of clients served

Utilize the Survivors in the treatment process

Work with a CSEC victim as a whole person

MH providers to be cognoscente of cultural/community perceptions of MH services

Develop community relationships to enhance services

Celebrate and foster diversity in your agency

YOUTH DEVELOPMENT

CSEC as leaders

Infuse programming with youth leadership opportunities

Give youth ownership of aspects of program planning

Provide age appropriate, engaging, and youth friendly activities

Provide a continuum of services to meet immediate and long term needs

Offer access to diverse learning experiences

Focus on providing opportunities for youth to build healthy self esteem

Foster a sense of belonging and importance in the community

Create opportunities for investment and empowerment within the community



CSEC PROGRAM STRUCTURE

- **Intensive Mental Health Services**
 - Treat the "whole" child not just CSEC
 - Seeking Safety: Trauma Informed Milieu
 - 4 hours of daily structured Rehabilitative Services
 - Referral to Therapeutic Behavioral Services within 3 to 7 days
- **Secured Facility**
 - Over 50 exterior and interior (common area) cameras
 - Officer of the Day secures campus and provides additional support to campus 24 hours a day
- **Training of ALL Staff**
 - Therapeutic Crisis Intervention
 - CSEC

CSEC PROGRAM STRUCTURE

- ❖ **AWOLs**
 - ❖ Allow AWOL returns to reflect on bad choices, not bad person
- ❖ **Healthy Connections**
 - ❖ Assigned Client Liaison at Intake
 - ❖ Assigned Residential Counselor
 - ❖ Treatment Team approach
- ❖ **On-site Probation Officer with special CSEC training**
 - ❖ Assigned to various CSEC clients through STAR COURT
 - ❖ Available for consultation
 - ❖ CSEC debriefings

CSEC MENTAL HEALTH TREATMENT

- ❖ **Prevention: My Life, My Choice Mental Health Group**
 - ❖ All Clients enrolled in group upon admission
 - ❖ Facilitated by staff and a survivor
- ❖ **In the life: Recovery Thinking**
 - ❖ Assigned to all CSEC clients in the life
 - ❖ Trauma Focused Treatment
 - ❖ Facilitated by staff and a survivor
- ❖ **In Survivorship and/or in the life: Recovery Thinking for CSEC Survivors**
 - ❖ Assigned to all CSEC clients in survivorship and/or in the life being transitioned into the community
 - ❖ Relapse prevention
 - ❖ Safety plans
 - ❖ Sexual reconnection
 - ❖ Trust and support systems
 - ❖ Resources and self advocacy

BARRIERS TO TREATMENT

What do you think that barriers to treatment might be with CSEC?

BIGGEST OBSTACLE TO TREATMENT

Stockholm Syndrome

CSEC victims often form "trauma bonds" with perpetrators.

How are Trauma Bonds are formed?

- Violence
- Threats
- Disloyal thoughts
- Isolation
- Shame

REVIEW OF ICE BREAKER: DID YOU LEARN WHAT YOU WANTED TO LEARN?

CONTACT INFORMATION

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